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2004 Strategic Master Plan for Higher Education Overview of Policy Proposals

This document contains preliminary policy proposals that are being considered for the final 2004 Strategic Master Plan for Higher Education.

Goal 1: Increase opportunities for students to earn degrees – increase by about 20 percent the total number of students who earn college degrees and complete job training each year.¹

Goal 2: Respond to the state’s economic needs – expand opportunities in high-demand fields; increase state funding for university research; and increase the number of students who complete job training programs and the proportion of basic skills students who demonstrate skill gains.

Policy Proposals

1. Enrollment Allocation

Team Leader: Gary Benson, (360) 753-7864 or garyb@hecb.wa.gov

The final plan will recommend how much new enrollment capacity is needed and when and how it should be apportioned based on geography, educational sector, state economic needs and other factors. This policy proposal recommends an approach to allocating enrollment and directly supports Goal 1 by providing the capacity for more students to earn degrees and Goal 2 by addressing economic needs.

2. Branch Campuses and Regional Planning

Team Leader: Jim Reed, (360) 753-7865 or jimr@hecb.wa.gov

Washington’s public higher education system does not have a clear and unified policy framework for identifying academic program needs, and for planning, authorizing and allocating higher education resources to meet those needs. This policy proposal outlines a model for defining the circumstances under which a community college could offer upper-division programs or a branch campus could admit lower-division students. The model also could be used to allocate high-demand enrollment and planning and authorize other regionally unique programs. This approach supports both master plan goals by creating more opportunities for students to earn degrees and responding to economic needs.

¹ Estimated increase from 2001-02 to 2009-10.

3. Increase the Number of Degrees in High-Demand Fields

Team Leader: Gary Benson, (360) 753-7864 or garyb@hecb.wa.gov

The policy proposal includes a recommendation that a portion of all new state-funded enrollments be dedicated to competitive grants in high-demand fields, with funding to reflect the higher cost of most high-demand programs. The board is proposing a comprehensive and ongoing assessment process to identify, on a regional basis, program areas with high student and employer demand. This proposal directly supports Goal 2 by identifying and responding to the economic needs of the state.

4. Funding Student Success

Team Leader: Gary Benson, (360) 753-7864 or garyb@hecb.wa.gov

Promoting student success may require a new approach to the way higher education is funded. This proposal outlines a new incentive-based education budgeting model based on the number of degrees earned (outcomes) rather than just the number of students enrolled (inputs). This proposal supports Goal 1 for state budgeting and accountability purposes.

5. Student Financial Assistance

Team Leader: Becki Collins, (360) 753-7872 or bekkic@hecb.wa.gov

The proposal outlines a six-pronged financial aid strategy that includes targeted investments in selected existing financial aid programs and the creation of a new financial aid program to serve students who work full-time while attending college part-time. The proposal supports Goals 1 and 2 by enabling students to earn degrees and responding to the state's economic needs.

6. Statewide Articulation and Transfer

Team Leader: Nina Oman, (360) 753-7855 or ninao@hecb.wa.gov

This policy proposal calls for the creation of a statewide articulation/transfer system and policy to help students move easily between two-year and four-year colleges, and earn their degrees as efficiently as possible. This approach would improve efficiency in the transfer process and thus aid Goal 1.

7. Three-Year Baccalaureate Degree Programs

Team Leader: Evelyn Hawkins, (360) 753-7890 or evelynh@hecb.wa.gov

This policy proposal recommends the creation of a program that would allow students to earn their bachelor's degrees in three years. There would be a strong incentive for the four-year institutions to pilot this approach if the state's funding system rewarded degree completions. Having such degree options would increase the opportunities for students to earn degrees and thus aid Goal 1.

8. Improving K-12/Higher Education Linkages

Team Leader: Jim Sulton, (360) 753-7800 or jamess@hecb.wa.gov

This policy proposal calls for the establishment of a statewide P-16 Cabinet, a statewide P-16 Advisory Group, and regional P-16 Councils to improve coordination, articulation, and transitions throughout Washington's education system. The board believes that strengthening the linkages between K-12 education and higher education will be critical to improving student success, and achieving Goals 1 and 2.

9. New Accountability/Performance Measurement

Team Leader: Nina Oman, (360) 753-7855 or ninao@hecb.wa.gov

This policy proposal calls for redesigning Washington's accountability system to align the priorities of colleges and universities with the strategic master plan goals and measure progress toward achieving these goals. The proposal would be consistent with a number of current initiatives, including the work of the National Collaborative for Postsecondary Education Policy, the Governor's Priorities of Government exercise, and House Bill 3103.

10. Comprehensive Data and Information Management

Team Leader: Nina Oman, (360) 753-7855 or ninao@hecb.wa.gov

The Higher Education Coordinating Board should be the state's primary source of student-focused information about higher education. HB 3103, as passed by the Legislature, describes a process for this to take place. The board's plan will take into account the strengths and weaknesses of existing systems of data collection and information sharing. This proposal supports the state's performance measurement requirements and the evaluation of the success of the master plan and its components.

11. State Policy for Resident Undergraduate Tuition

Team Leader: Betty Lochner, (360) 753-7871 or bettyl@hecb.wa.gov

The lack of a state tuition policy makes it difficult for students and their families to plan for college costs and for state programs like the Guaranteed Education Tuition (GET) Program to plan for long-term sustainability. This proposal outlines a state tuition policy that keeps resident undergraduate tuition and fees predictable for Washington students and their families.

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2004 Strategic Master Plan for Higher Education Enrollment Allocation

Overview

Given the strategic master plan’s goal of increasing the number of degrees earned, there are a few basic questions:

- How many more students are needed?
- Where will they attend college?
- How much will it cost?

To answer these questions, there is another series of questions that needs to be answered:

- Step 1: How many degrees are to be earned in the public and private sectors?
- Step 2: How many public sector enrollments are needed to meet the public sector goals?
- Step 3: How much of a change is this from current enrollments?
- Step 4: What is the physical capacity of the public institutions?
- Step 5: What is the regional demand for additional enrollment?
- Step 6: What are the funding needs for the additional enrollments?

The strategic master plan goals are stated in terms of the annual number of degrees earned in 2010. For example, the goal for the number of bachelor’s degrees earned in 2010 is 30,000 – at both public and private institutions.

Strategic Master Plan Goals Degrees Earned in 2010	
Graduate Degrees	11,500
Bachelor’s Degrees	30,000
Associate’s Degrees ¹	23,500
Prepared for Work (long-term goal) ²	25,000

¹ Includes both academic “liberal arts” and workforce education “non-liberal arts” associate’s degrees.

² The goal of “Prepared for Work” is not exclusively a degree goal as it also includes, besides a share of the associate’s degrees, certificates and/or a certain number of job training courses. This goal, adopted by the State Board for Community and Technical Colleges, is not for 2010 but rather for the “long-term” (some year prior to 2010). It is expected that the goal will be updated later this year.

Analysis

Step 1: How many degrees are to be earned in the public and private sectors?

A system of higher education that sets goals for degrees earned must include both the public and private sectors. The initial allocation table below is based on the historical shares between the two sectors. The assumption in this example is that the public and private sectors will grow at the same rates and that their shares will remain the same. The goal set for “prepared for work” is strictly a goal of the State Board for Community and Technical Colleges.

Allocation of Strategic Master Plan Goals: Degrees Earned in 2010				
	Public Share	Public Goal	Private Share	Private Goal
Graduate Degrees	57%	6,555	43%	4,945
Bachelor’s Degrees	76%	22,800	24%	7,200
Associate’s Degrees	93%	21,855	7%	1,645
Prepared for Work ³	100%	25,000		

Step 2: How many public sector enrollments are needed to meet the public sector goals?

The next step is to determine the number of FTE students required to reach the public sector goals. This requires looking at how many students are enrolled today compared to the number of degrees being earned.⁴ For the purposes of this example, the comparison is made using the average for the four-year sector. The number of degrees per student varies by institution. This example does not change the current ratio of degrees earned to enrolled students and does not incorporate any new “efficiencies” in how many students it takes to produce a degree.

Public FTE Enrollments Needed to Meet 2010 Public Goals			
	Public Degree Goal	Degrees Per 100 Actual FTE Students	Annual FTE Enrollments
Graduate Degrees	6,555	32.8	19,985
Bachelor’s Degrees	22,800	26.8	85,075
Public Four-Years			105,060
AA-Liberal Arts	14,424	24.5	58,873
Prepared for Work	25,000	33.1	75,529
Other CTC			25,031
Public Two-Years			159,433

³ This goal has been adopted by the State Board for Community and Technical Colleges and pertains to the public institutions only.

⁴ The type of data used in this analysis, the number of average annual full-time equivalent (FTE) students, is not readily available from the private sector institutions. These institutions do report the number of fall “headcount” students but this allows only an approximation to be made of average annual FTE students. By using the number of average annual FTE students, the comparison is really between the total number of credit hours being taught in a year and the number of degrees being earned.

Associate's degrees in the community and technical colleges are divided between "liberal arts" and "non-liberal arts." The "non-liberal arts" associate's degrees are a portion of the "Prepared for Work" category and the students needed for this goal are included there. In addition, some community and technical college enrollments (i.e., basic skills programs) are not part of either the academic or workforce education programs.

Step 3: How much of a change is this from current enrollments?

Meeting these degree-production goals will require growth of 33,000 more students than are currently enrolled in the state's public higher education system, or 48,000 more slots than are budgeted for 2004-05. The total number of public FTE students required to meet the strategic master plan goals is 264,000. In the 2003-04 academic year, 232,000 FTE students were enrolled. The amount of FTE students budgeted for the 2004-05 academic year is 216,000.⁵

Public FTE Enrollment Change Needed to Meet Goals					
	2003-04 Actual	2004-05 Budgeted	2010 Goal	Increase Over 2003- 04 Actual	Increase Over 2004- 05 Budgeted
Four-Years	90,203	87,629	105,060	14,857	17,431
Two-Years	141,605	128,412	159,433	17,828	31,021
Total	231,808	216,041	264,493	32,685	48,452

Step 4: What is the physical capacity of the public institutions?

All colleges and universities have restrictions on capacity due to either physical limitations or the institutions' individual strategic plans. As of 2002, the planned capacity (by 2010) and institutional strategic plans indicate that the four-year institutions in total will have enough classroom and lab space to accommodate 120,000 students. This is nearly 30,000 more FTE students than were enrolled in 2003-04. This compares favorably to an enrollment growth of 15,000 to meet the HECB's goal for the number of degrees earned. Some of these spaces are programmatically unfit and will require modernization. Additionally, enrollment growth at the existing four-year campuses will require creating new instructional support and student-service space. Plus, the location of much of the additional space (eastern Washington) may not match the growth areas of the state (the Puget Sound region).

Planned capacity at the two-year institutions is 92,600 FTE enrollments by 2010. Actual enrollment in 2003-04 is 141,600, which suggests that the system is already "over-capacity" by about 49,000 students. The system is currently accommodating the extra students in crowded spaces and using other spaces that are neither owned nor leased. Meeting the above goals would require additional capacity for another 18,000 FTEs by 2010.

⁵ This includes nearly 3,000 FTE students that were added in the 2004 Supplemental Operating Budget.

Step 5: What is the regional demand for additional enrollments?

A systematic approach to enrollment allocation will require that the enrollment slots be distributed among the institutions. This allocation will need to take into account not only the capacity issue described above, but also the geographic and program needs of students and the state's economy.

Step 6: What are the funding needs for the additional enrollments?

Finally, a systematic approach to enrollment allocation will need to consider the additional costs at each of the institutions for funding additional students. There are a number of considerations involved when funding additional students, such as: funding at the average cost per student, the marginal cost per student, or at the funding level of similar institutions in other states (peer averages). "High-demand" enrollment slots have been recognized as generally being more expensive and have been funded at higher amounts than "general" enrollments. There are funding differences between the sectors (research, comprehensive, and community and technical colleges) and between undergraduate and graduate level enrollments.

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2004 Strategic Master Plan for Higher Education Branch Campuses and Regional Planning

Overview

The state's community colleges and branch campuses were created to increase access to higher education and respond to the needs of "placebound" students. Today, changing student demographics, employer demand, community needs, and geographic disparities in students' college attendance make it even more important that the state's higher education system place a priority on regional planning and institutional flexibility.

One systemic weakness in Washington's existing public higher education system is the absence of a clear and unified policy framework for identifying academic program needs, and for planning, authorizing, and allocating higher education resources to meet those needs. A better approach is for decisions made by state officials about higher education policy and resources to be based on sound information about academic needs and priorities. That approach will help the state's higher education system create more opportunities for students to earn degrees, as well as respond to economic needs.

Analysis

A more unified planning and policy framework would allow for a systematic basis to evaluate and define the circumstances under which a community college would be authorized to offer upper-division programs, or a branch campus be authorized to admit lower-division students. Additionally, this model could be used to allocate high-demand enrollment and planning and authorize other regionally-unique programs. A more unified planning and policy framework would:

- Offer a clear definition of the existing array of higher education resources;
- Explain the purpose and relationship of these resources;
- Establish the criteria and authorities by which these resources could change in response to emerging and changing student and regional needs; and
- Leverage existing and new resources in a coordinated and flexible manner.

This planning and policy framework would help create a higher education policy that is based on the academic needs of students, regions, and the state. Without such a framework, Washington State simply will not have a system of higher education that is responsive to its citizens and elected officials.

Creating a better system

By integrating the Higher Education Coordinating Board's existing statutory authority and policies for new degree program approval, off-campus acquisition approval, and regional and statewide needs assessment, the HECB would create a "Higher Education Resource Planning and Approval Policy" that would clearly designate and differentiate the types of educational programs and resources ("educational units") offered by the public institutions. Additionally, the policy would establish the criteria and process by which educational units are created and authorized to change in response to demonstrated need.

Educational units are a way of meeting demonstrated needs with a level of service that is cost effective and appropriate for the area. To that end, a *continuum* of educational resources or, as termed in the state of Texas, a "Supply/Demand Pathway" would be created. The Pathway would define the types of services being provided and establish the criteria for the units to evolve along the continuum.

The Pathway is a developmental approach to providing access and responsiveness that allows for an incremental increase of resources as enrollment demand increases. In addition, the Pathway allows for program needs to emerge and change in different areas of the state. The Pathway would rely on a regional-based needs assessment to demonstrate the need for new or different types of programs.

Conceptually, three points along the Pathway could be envisioned:

Point A. To ensure access in areas (geographical or programmatic) not served by other universities and colleges, institutions would be authorized to test actual need and demand for new programs by providing off-campus courses and/or programs at *Higher Education Teaching Sites*. Teaching Sites would offer a limited array of courses and/or programs and would not represent a permanent commitment. Institutions providing programs at Teaching Sites would not be authorized to own facilities. New Teaching Sites would be based on a preliminary region/area needs assessment. Also, the HECB could call for institutional proposals to create new Teaching Sites pursuant to regional needs assessments conducted by the HECB.

Point B. As demand increases at existing Teaching Sites or other underserved regions, institutions could request the HECB to authorize Higher Education Centers. A Center could be organized as a multi-institution teaching center or as a single university/college center – similar to branch campuses. The new HECB policy would articulate the organizational characteristics and requirements of the centers. Additionally, the new

policy would require that the HECB conduct a regional needs assessment – in consultation with the institutions and communities served – prior to authorizing/designating a Higher Education Center.

Point C. Four-year institutions operating upper-division and graduate level centers could request the HECB to review the status of a Center and recommend that the Legislature reclassify the unit as a general academic institution – a university/college, providing lower-division as well as upper-division and graduate programs. A Center could not be reclassified into a university/college without demonstrating sufficient enrollment demand. A proposed reclassification would be based upon these general criteria and specific regional needs assessment, as conducted by the HECB, in consultation with the institutions and communities served.

Community and technical colleges also could request that the HECB recommend that the Legislature reclassify a college as a baccalaureate institution, offering upper-division enrollment and baccalaureate degrees. The same rules for conducting a regional needs assessment would apply.

Next Steps

The next step is a time-phased plan for developing and implementing the “Higher Education Resource Planning and Approval Policy.” The plan would establish milestones and assign responsibilities for incremental development and HECB approval of the new policy.

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2004 Strategic Master Plan for Higher Education

Increase the Number of Degrees in High-Demand Fields

Overview

Limited resources for public higher education make it even more important that education and training opportunities for students be aligned with the needs of the state's economy. If there is a demonstrated need for additional graduates from particular programs, it would make sense for the public higher education system to be emphasizing those areas. Fewer resources should be going to programs where there is not a demonstrated need for graduates.

Dedicating a portion of all new state-funded enrollments to "high-demand" fields will help the state's higher education system respond to economic needs by creating more space for students in certain fields of study.

Analysis

What is "high demand"?

High-demand programs have two elements: (1) instructional programs or fields in which student enrollment applications exceed available slots, and (2) career fields in which employers are unable to find enough skilled graduates to fill available jobs.⁶

In addition, the Legislature has identified certain fields it believes are "high-demand." For baccalaureate institutions they include: (1) careers in nursing and other health services, (2) applied science and engineering, (3) teaching and speech pathology, (4) computing and information technology, and (5) viticulture and enology. Other fields may also be considered high demand if an institution can provide compelling information regarding specific regional student and employer demand.

For the two-year system, "high-demand fields" include: (1) health services, (2) applied science and engineering, (3) viticulture and enology, (4) information technology, and (5) expansion of worker retraining programs.

⁶ For a discussion of high-demand definitions, see "High-Demand Enrollment Reports, 2001-03, Overview and Executive Summary," Higher Education Coordinating Board, December 2002, and "High Demand – High Need – High Cost Enrollment Allocations, 2001-03," Council of Presidents' Interinstitutional Committee of Academic Officers, November 15, 2002.

The need for earmarked funding

High-demand programs are often quite expensive – the cost per student of providing the program can be greater than average. Reallocation of funds within an institution’s current budget is an important, but limited, source of high-demand funds. Colleges and universities regularly shift funding from among their various programs. But, because high-demand programs are often quite expensive, it is an over-simplification to assume that colleges and universities can shift enrollment allocations on a one-for-one basis from low-cost, low-demand programs to much more expensive high-demand programs.

Next Steps

To help meet the state’s economic needs and respond to employer and student demand the Higher Education Coordinating Board (HECB) will develop an ongoing method of identifying high-demand fields and programs based on student and employer needs and master plan goals.

Planning for the future

The HECB will develop a comprehensive and ongoing assessment process to analyze the need for additional degrees and programs. The needs assessment will examine projections of student, employer, and community demand for education and degrees – including liberal arts degrees – on a regional and statewide basis.

The process will help identify, on a regional basis, program areas with high student demand for certain programs, as well as significant employer demand for graduates. It also will be able to “size” the overall problem. The State Board for Community and Technical Colleges and the Workforce Training and Education Coordinating Board have a methodology that aids in selecting high-demand fields. In addition, the Department of Employment Security provides occupational forecasts that can be compared to the production of degrees (keeping in mind that there is not always a straight line from a college major to an occupation). Industries sometimes prepare reports regarding their need for qualified workers. Institutions can also develop data on student demand for their programs.

This process will help identify high-demand programs, as well as help determine how many enrollment slots are needed. The final question is how to allocate high-demand funding: whether that should be done by the Legislature in the budget process; by the HECB and the SBCTC in a competitive bid process; or internally by the institutions.

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2004 Strategic Master Plan for Higher Education Funding Student Success

Overview

Maintaining a commitment to student success requires a new approach to the way higher education is funded; one that promotes and rewards completion of degrees and certificates, rather than merely funding the number of students who are enrolled.

This policy proposal outlines a new incentive-based education budgeting model based on the number of degrees earned (outcomes), instead of the current enrollment-based model (inputs). Relating funding to degrees ties directly to the proposed goals of increasing the number of degrees earned in Washington State. However, such a budgeting model may have to recognize the distinctions in public higher education among the research universities, comprehensive institutions, and the community and technical colleges.

Analysis

The state budget currently funds each public college and university for a specified number of FTE enrollments, and each school manages its enrollment level accordingly. If an institution falls below this level, the Legislature has been known to reduce funding to that institution. While institutions do not necessarily want to exceed the budgeted FTE enrollment level by an excessive amount, they definitely do not want to go under.

A better approach to higher education funding, and one that has the potential of producing more degrees, is to redefine the way that institutions are managed.

History of state funding methods

During the late 1960s and the 1970s, enrollment at the state institutions doubled and state officials looked for an equitable way to distribute an increased amount of state funds. This gave rise to the use of “funding formulas.” Formulas were adopted that distributed state funds for “instruction,” “libraries,” “student services,” and “plant operations and maintenance.” Each of these areas had defined “budget drivers” such as faculty-student ratios, square footage, etc. During the late 1970s, the state began to pro-rate funding under each formula.

Beginning in the 1983-85 budget, the Legislature used “benchmarks” to establish minimum expenditure levels per student at each institution. The intent was to provide budget information that focused more on indicators that make up “educational quality” rather than on numbers of enrollment growth. Consideration was given to funding provided in other states for similar institutions (“peer institutions”).

Enrollment-based funding today

In practice, the state does “incremental budgeting.” This starts with the budget from the preceding year and adjusts for one-time costs and inflation, creating a “base” budget. New items are funded as specific “policy” decisions. Common policy enhancements include new enrollments and salary and benefit increases. During a recession, across-the-board reductions in state funding are a common “cut.” While the budget written in 1983 may have been partially based on an average-funding-per-student basis, since then, funding has been added or deducted incrementally.

Determining the cost of a degree

At the outset, the new approach to higher education funding would have to consider the cost of producing a degree. One simple way is to look at an institution's State General Fund expenditures and operating fees (tuition revenues), divided by the number of degrees conferred. Using this method, a bachelor's or graduate degree costs the state between \$20,000 to \$42,000. In addition, tuition provides another \$8,500 to \$14,000 per degree.

The Higher Education Coordinating Board's “2001-02 Education Cost Study” allows a differentiation between the average cost of bachelor's and graduate degrees. However, General Fund and tuition revenues are mingled. A bachelor's degree costs between \$28,000 and \$37,000, while an “average” graduate degree costs between \$18,000 and \$73,000.

A third way to determine the cost of a degree is to apply cost study data to an average graduating student's transcript.¹ This allows a separation between majors, as well as native versus transfer students. In 2001-02, a bachelor's in business cost between \$28,000 and \$36,000, depending on the type of institution and whether the student had transferred from another school. A bachelor's degree in social science cost between \$28,000 and \$31,000. Again, these figures incorporate both General Fund and tuition revenues.

¹ See “Higher Education Branch Campuses in Washington State, Appendix C: Institutional Expenditures and Cost of Degree Attainment” by Annie Pennuci and Jim Mayfield, Washington State Institute for Public Policy, August 2003.

Next Steps

Rewarding degree completion

To implement “funding based on success,” the state could accept the current higher education budget and the current number of degrees earned as the “base.” An institution that is requested by the Governor and the Legislature to increase the number of degrees conferred would receive additional state funds at the appropriate amount per degree as a “policy add.” While the current budget specifies the level of budgeted enrollments at each institution, a budget based on degrees would specify the total expected number of degrees earned at each institution.

In implementing such a change, several issues need to be discussed. The primary concern may be that the community and technical colleges have missions that go beyond providing degrees. Many successful students leave these colleges without earning degrees but have obtained academic skills, job training skills or adult basic education. There also may be concerns about changes in college admission practices and degree requirements at any of the higher education institutions.

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2004 Strategic Master Plan for Higher Education Student Financial Assistance

Overview

State law declares that “financial need shall not be a barrier to participation in higher education” (RCW 28B.10.786). The Higher Education Coordinating Board (HECB) believes the state must maintain its longstanding commitment to higher education opportunity for all students, regardless of income. To ensure that needy students continue to have the opportunity to attend college and complete degree and job training programs, the state must maintain – and in some cases enhance – its commitment to the spending power of its aid programs. In 2002-03 alone, 131,000 (30 percent) of Washington’s 435,000 students required some form of need-based student financial aid to meet their higher education costs.

Targeted investments in financial aid can play a key role in ensuring continued college opportunity for all Washington students, regardless of income, and helping the state achieve the goals outlined in the 2004 Strategic Master Plan for Higher Education. To address both needs, the Board proposes a six-pronged financial aid strategy:

- 1. Fund the State Need Grant (SNG) program to provide grants for 100 percent of tuition to students with family incomes at 65 percent of the state’s median and serve all students eligible for the grant.** This will assure the state’s lowest-income students that the SNG will meet the cost of tuition at a public institution, allowing them to enroll and persist in higher education programs and improving their likelihood of earning degrees. It also will provide funding for about 10,000 additional low-income students each year.

Outcome: More low-income students will attend college and persist toward their degrees.

- 2. Increase funding for the Educational Opportunity Grant (EOG) program to provide more financially-needy transfer students the opportunity to earn bachelor’s degrees.** An investment in EOG-eligible transfer students is an efficient way to increase the number of placebound students earning bachelor’s degrees. Students who receive the EOG already hold associate degrees, require only about two more years to complete bachelor’s degrees, and are ready to benefit from upper-division study. (A December 2000 HECB study found that EOG recipients earn credits faster than their upper-division peers.) Funding increases would be proportionate to increases in the state’s bachelor’s degree production goals.

Outcome: More students with associate degrees will transfer to four-year colleges and universities and complete their bachelor's degrees. In addition, these students will complete their degrees more efficiently than their upper-division peers.

3. **Fund a new initiative under the State Work Study (SWS) program for the employment of financially-needy college students in high-demand career fields.** Increasing the number of student employment opportunities in high-demand fields would directly increase the number of college graduates trained to work in identified high-demand fields. Classroom education is only the first step in preparing students for the workforce. Employers frequently report that practical experience is a critical element to success on the job. Funding increases would be in proportion to increases in high-demand enrollments.

Outcome: More students will graduate – and have work experience – in high-demand fields.

4. **Provide consistent funding and predictable awards for the Washington Promise Scholarship to motivate high school students to prepare for college.** Consistent funding and predictable awards for the Promise Scholarship would improve K-12 / higher education linkages by motivating students in middle and high school to study hard and prepare for college. The scholarship was intended to provide a “promise” of two years of tuition to academic achievers upon graduation from high school. The program has never been funded sufficiently to provide for awards equal to community college tuition. The Scholarship remains subject to annual budget adjustments and the overall spending power of the awards has eroded by over one-third since the program's inception.

Outcome: The Promise Scholarship will motivate students to prepare for college and take middle and high school seriously.

5. **Develop a new financial aid program covering the costs of tuition and books to support adults who work full-time and go to college part-time.** Financial aid for full-time workers to pursue part-time education will enable workers to gain valuable, bankable skills and improve the knowledge and abilities of Washington's workforce. In the year 2000, there were 953,000 Washington residents over 25 years of age who had a high school diploma, but no additional postsecondary education – 25 percent of the 25-and-older population. Many of these workers are currently shut out of higher education opportunities. They do not have the time to take six credits to qualify for financial aid, and they do not have the money to pay for part-time study on their own. Part-time study could help workers in these situations to improve their skills and their economic prospects.

Outcome: More full-time workers will pursue higher education, earn certificates and degrees, improve individual earnings, and meet their employers' needs for a trained workforce.

6. **Maintain the purchasing power of all other state financial aid programs, including the Washington Scholars, Washington Award for Vocational Excellence (WAVE), and regular SWS programs.** Maintaining the purchasing power of all state aid programs will improve higher education persistence and help more students earn degrees. Funding increases for WAVE and Washington Scholars will be linked to tuition and fee increases. Increases to the core SWS program will be in proportion to increases in general enrollments.

Outcome: The state will continue to make good on its commitment that cost should not be a barrier to higher education, increasing enrollment and participation in higher education.

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2004 Strategic Master Plan for Higher Education Statewide Articulation and Transfer

Overview

The lack of a unified transfer system and policy in Washington creates unnecessary barriers for students who begin their academic careers at the state’s community and technical colleges. According to the 2004 Legislature, “while community and technical colleges play a vital role for students obtaining baccalaureate degrees ... current policies and procedures do not provide for efficient transfer of courses, credits, or prerequisites for academic majors.”¹

Currently, courses throughout Washington’s higher education system are titled and numbered differently, even if they cover equivalent content. Transfer students who often do not know which four-year college they will ultimately attend must wade through these different policies to identify which courses will meet the general and major requirements at each institution. And, state policy essentially limits students to transferring only two years of lower-division coursework from a community college, even though most bachelor’s degrees require *more than* two years of lower-division coursework.

A statewide articulation/transfer system and policy would help transfer students move easily between the two-year and four-year colleges, and earn their bachelor’s degrees as efficiently as possible. Key initiatives would include:

- Establishing a statewide Web-based automated course equivalency and major applicability system that would clearly spell out course equivalencies and “major” requirements at each institution to students; and
- Revising the current state policy that requires community college transfer students to complete 90 credits at public four-year colleges or universities.

By 2010, over 17,000 students are expected to transfer from Washington community colleges to public and private four-year colleges and universities – up from over 14,000 students in 2002-2003. Improving transfer efficiency will help the state achieve Goal 1 in the 2004 Strategic Master Plan for Higher Education and contribute to increasing the number of students who earn bachelor’s degrees by 5,500 by the year 2010.

¹ Substitute House Bill 2382, Sec. 1.

Analysis

A statewide course equivalency and major applicability system

Each public four-year college and university has developed tables for students to use when transferring from two-year colleges. However, there is no one statewide system that (1) maps all courses at public and private two-year and four-year colleges and universities to one another, and (2) outlines how each course maps to “major” requirements. A centralized and automated course equivalency and major applicability system would make course equivalencies and major requirements transparent to students.

Adding electronic transcripts to this system would make it easier for transfer students to submit their courses for credit review, and easier for four-year institutions to evaluate and process transfer student applications and transcripts. Although some colleges are already using electronic transcripts, this number could be expanded to include all major public and private colleges in the state.

As the automated system becomes more developed, students could be required to select and gain admittance to their majors prior to transfer. Orientation classes on how to select majors (similar to the freshman orientation classes offered at four-year colleges) could be offered at community colleges. The Higher Education Coordinating Board (HECB) and the four-year colleges and universities would need to work together to create alternatives for students unable to gain entrance to their first choice of major and/or institution.

Finally, state policy and legislation has recently focused on the development of major-specific associate degrees that serve as a guide for students planning to transfer to a four-year college. When the automated system is fully developed, students would potentially no longer need to complete separate associate degrees tailored to meet the requirements of different majors. Instead, they could view on-line guides and use the system to assess how their courses apply to majors at different schools in the state.

A revised statewide transfer/articulation policy

Different majors require different mixes of lower- and upper-division credit. Few majors require that exactly one-half of a student’s studies be composed of lower-division credits.

However, current statewide transfer policy requires students transferring from community colleges to complete a minimum of 90 quarter credits toward their bachelor’s degrees at the public four-year colleges and universities. This requirement forces students to complete credits at a four-year college instead of a community college, limiting their choice and flexibility.

The HECB is proposing a new state policy that would allow students to transfer in more than 90 credits from a community college, with an equivalent reduction in the number of credits they would need to complete at the four-year college or university.

To measure the effectiveness of this revised policy, HECB staff would collect baseline information to determine the number of credits students currently lose in the transition between community college and baccalaureate admission. Staff would compare this baseline data to data collected after the new policy is implemented. Staff also would periodically survey transfer students and students intending to transfer to measure the usefulness of the automated credit equivalency and major applicability system.

Estimated costs for the course equivalency and major applicability system, based on an automated system developed in New Jersey, would total \$1.1 million for initial implementation, and \$500,000 for maintenance in each subsequent year. Costs to revise the 90-credit policy would be absorbed by the HECB.

Next Steps

The HECB will convene a work group to identify equivalent courses and develop strategies for communicating course equivalency to students, faculty, and advisors. The HECB then will submit a progress report on the development of the course equivalency system, including various options and cost estimates of ongoing maintenance, to the Legislature by January 10, 2005.

HECB staff will work with institutional representatives throughout the summer to implement flexibility in credit limits for transfer students and present a draft revised state transfer policy to the Board by September 2004.

For more information, contact: Nina Oman at (360) 753-7855 or ninao@hecb.wa.gov

DRAFT – May 10, 2004

2004 Strategic Master Plan for Higher Education Three-Year Baccalaureate Degree Programs

Overview

Increasing access for higher education at a time when funding constraints and continually declining state resources are putting a squeeze on enrollment requires a new focus on helping students graduate more quickly. One approach is to create a program that would enable students to earn a bachelor's degree in three years.

Such a program would increase the number of state-funded enrollment slots available to new students, while also reducing the number of excess credits earned by students. Ultimately, the program would increase opportunities for students to earn degrees, and by focusing on high-demand degrees, the program could help respond to the state's economic needs. Further, a three-year bachelor's degree program could save money – both for students and for those who provide public and private subsidies for educating students.

Analysis

Institutions would design curriculums by discipline that allow students to earn their degree within three years. As envisioned, three-year baccalaureate degrees differ from traditional four-year degrees only in the period of time in which a student earns the degree. A student earning a three-year bachelor's degree in a given major is expected to master the same or similar curriculum content as is the student earning a four-year bachelor's degree in that major.¹

Some students have legitimate reasons for taking five or even six years to complete a four-year program and, in fact, research has shown that some of these students are more likely to eventually earn a degree. Nevertheless, others, such as the more traditional students – younger, dependent, and directly out of high school – may derive multiple benefits from being able to earn a bachelor's degree in three years. Students can save money on tuition and fees, living expenses, and loan debt. Students who go on to pursue a graduate or professional degree may also benefit from the shorter time spent in undergraduate education. Students going directly into the workforce after earning a bachelor's degree would benefit as well.

¹ Institutions in other states have similar programs. See for example: <http://www.clarkson.edu/chemistry/programs/undegrees.html>; <http://www4.nau.edu/3year>; <http://www.emich.edu/aac/threeyraccbs.htm>; and <http://www.sou.edu/Admissions/3yb.shtml>.

How the program might work

An incentive-based approach could ask students to commit to a three-year program upon entering their freshman year. If the student is unable to graduate within three years because of institutional factors – such as not having a course available in the term a student needs to take it – the school would agree to pay the tuition and fees for any additional terms.

Local control for institutions

While student choice is probably not something that schools can affect, having three-year degree curriculums available for students to follow would make three-year bachelor's degrees more easily attainable and thereby more common.

Allowing colleges and universities to design their own three-year baccalaureate degree programs will help ensure success. The institutions are in the best position to determine which curricular programs are viable and reasonable options for completing bachelor's degrees in the shortest amount of time.

While programs exist for students to get a jump-start on earning their degrees (i.e., Running Start and College in the High School), the three-year baccalaureate degree programs are expected to primarily address the needs of students who have not participated in such programs.

Next Steps

The expectation is that two to three institutions would agree to develop three-year baccalaureate degree programs with a start date of fall 2005. Institutions would have the choice to initially limit the disciplines for which these curricular programs are offered. The intent, however, is that eventually students will have access to three-year programs in all disciplines.

In designing their programs, institutions should consider a number of issues, including:

- Whether the program will focus on specific majors or include all disciplines;
- Whether students would be better served by a program focused on increasing course-taking opportunities; adding a more comprehensive summer program; or developing new integrated-discipline courses of more than the typical 3-5 credits; and
- Whether the program should provide more intensive academic counseling, as well as a monitoring process that assures that students are on-track.

Program cost

Incentive-based programs may require that institutions be responsible for some tuition and fee costs. Students attending year-round could have an effect on state financial aid programs. Additionally, there may be costs to the state if institutions receive funding based on degree production with incentives based on the number of three-year baccalaureate degrees awarded each year.

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DRAFT – May 10, 2004

2004 Strategic Master Plan for Higher Education Improving K-12/Higher Education Linkages

Overview

Washington's education system is fractured and suffers from a lack of coordination and communication. Each sector within the system has separate governing structures, funding streams, missions and goals, and programs and policies. Yet each sector shares a common goal of educating Washington residents.

Strengthening the linkages between K-12 education and higher education will be critical to improving student success, and achieving Goals 1 and 2 of the 2004 Strategic Master Plan for Higher Education. The Board envisions an integrated and seamless system of education from preschool through the fourth year of college. Washington students would move quickly and easily between educational levels and across sectors.

Specifically, this policy proposal calls for the establishment of a statewide P-16 Cabinet, a statewide P-16 Advisory Group, and regional P-16 Councils to improve coordination, articulation, and transitions throughout Washington's education system.

Analysis

Statewide P-16 Cabinet

The statewide P-16 Cabinet would be composed of the Governor, the chairs of the House and Senate education and higher education committees, the Superintendent of Public Instruction, and the chairs of the State Board of Education (SBE), State Board for Community and Technical Colleges (SBCTC), Workforce Training and Education Coordinating Board (WTECB), and Higher Education Coordinating Board (HECB).

Statewide P-16 Advisory Group

The statewide P-16 Advisory Group would include the directors of the following state agencies: State Board of Education, Office of the Superintendent of Public Instruction, State Board for

Community and Technical Colleges, Workforce Training and Education Coordinating Board, and the Higher Education Coordinating Board. The advisory group also would include a representative from the Independent Colleges of Washington and a representative from the Washington Federation of Private Career Schools and Colleges.

Regional P-16 Councils

Four regional P-16 Councils would cover the broad regional areas of the state (northwest, southwest, northeast, and southeast). Each regional council would include at least one representative from a public four-year college or university, at least two representatives from area community and technical colleges, at least four representatives from area school districts, and one representative each from the Washington Education Association, Association of Washington School Principals, Washington Association of School Administrators, Washington State School Directors Association, and Washington Association for Career and Technical Education.

How the P-16 Groups would work

The statewide P-16 Cabinet would set statewide P-16 policies, establish the guiding principles, objectives, and outcomes, and communicate key messages.

The statewide P-16 Advisory Group would conduct an audit of policy and program issues that cross sectors, review key P-16 efforts already underway, develop a prioritized sequential list of issues to address, and submit recommendations to the P-16 Cabinet.

The Regional P-16 Councils would help to implement the priorities and policies adopted by the P-16 Cabinet. They also would regularly report to the P-16 Advisory Group with recommendations for improvements and identification of additional areas of concern.

Potential P-16 issues

P-16 issues might include:

- Enhancing teacher preparation and professional development;
- Improving students' college readiness;
- Defining subject-specific competencies;
- Aligning the college preparatory curriculum with college admissions and placement practices; and
- Expanding dual-enrollment options.

Next Steps

A proposed timeline

The P-16 Advisory Group would meet monthly, beginning in fall 2004, with the goal of presenting draft recommendations to the P-16 Cabinet for its review by January 2005. Following the adoption of these draft recommendations, the P-16 Cabinet and P-16 Advisory Group would hold quarterly meetings. Regional P-16 Councils would be created after the P-16 Cabinet has adopted the guiding principles, objectives and outcomes.

Program costs

Each participating agency and organization would absorb the initial costs of the P-16 Cabinet and P-16 Advisory Group. Staff then would develop cost estimates for each proposed project for review by the P-16 Cabinet by January 2005.

For more information, contact: Jim Sulton at (360) 753-7800 or jamess@hecb.wa.gov

DRAFT – May 10, 2004

2004 Strategic Master Plan for Higher Education New Accountability/Performance Measurement

Overview

Washington’s higher education accountability system has not been reviewed since its creation in 1997. Its purpose is unclear and our current performance indicators seem to have little relation to institutional or state goals. The National Collaborative for Postsecondary Education Policy underscored the need for a new state accountability system, stating in a recent policy audit, “Accountability is not systematically used to help focus institutional attention on a limited number of state priorities.”¹

This policy proposal recommends redesigning Washington’s accountability system to do the following:

- Align the priorities of Washington colleges and universities with the goals outlined in the 2004 Strategic Master Plan for Higher Education; and
- Effectively measure statewide progress toward achieving these goals.

Analysis and Next Steps

The Higher Education Coordinating Board (HECB) has the authority to make recommendations for the state’s existing accountability system. House Bill 3103, which the Governor recently signed, strengthens the HECB’s role in accountability. The legislation charges the HECB with “establishing an accountability monitoring and reporting system as part of a continuing effort to make meaningful and substantial progress towards the achievement of long-term performance goals in higher education.”

HECB staff have proposed the following basic approach to redesigning Washington’s accountability system. Institutional involvement will be required at every step if accountability reporting is to have any impact on improved performance.

Step 1: Define the Purpose of State-Level Accountability

HECB staff have proposed the following purpose of state-level accountability:

“Accountability should provide students, legislators, leaders of educational institutions, business leaders, and others interested in higher education with accurate, consistent information on system-wide progress toward state goals in higher education, including details that support policy development.”

This definition lays the groundwork for selecting appropriate performance indicators and supporting data.

Step 2: Align Performance Indicators with State Goals

HECB staff are working with institutional researchers and academic planners, appointed by the provosts at the public four-year colleges, to develop performance indicators that measure progress toward the goals outlined in the 2004 Strategic Master Plan for Higher Education. Representatives from the private institutions also may participate. Staff from the HECB and the institutions will present their results at the July 22 Board meeting.

Step 3: Collect Data that Measures Performance Toward State Goals and Provides a Basis for Policy Decisions

Staff may need to collect new data at the student level to provide a more complete picture of progress toward state goals. For example, the state does not have employment information for students graduating from four-year institutions (although it is available for students from two-year colleges). Detailed data are required in these and other areas to provide a sound basis for policy analysis and recommendations.

It may be most efficient to require data submittal at the student level rather than as a series of reports from each institution. In addition, performance indicators need to be broken down by race/ethnicity, gender, age, and/or state region. The same group of staff working to develop performance indicators is working on a list of data elements to support the HECB's reporting and policy needs. Staff from the HECB and the institutions will report to the Board on July 22.

Other issues

- **Reports:** Accountability reports must include contextual information to help the reader understand more about the state's system of higher education. Population demographics, enrollment funding, K-12 preparation, and transfer student preparation all impact the number of degrees produced in our state and therefore should be part of the statewide accountability report produced every year.
- **Private Institutions:** Data about private institutions are not currently included in state accountability reports. Yet, the important role private institutions play in providing access to higher education should be considered in the analysis of statewide enrollment capacity, program supply, and degree production. Currently, private institutions participate in publicly-funded financial aid programs and report data on students receiving need-based aid. We also have access to some private institution data through national surveys. Additionally, our accountability report should include data about the private institutions according to the extent of their participation in publicly-funded programs.

Keeping accountability flexible

As new measures and priorities emerge, our accountability system should change. Assessments of student learning, inclusion of private institutions, and employment data will change the picture that the HECB, working with the institutions, can provide to the public and others interested in higher education. Accountability should be monitored at least once every two years to ensure that it is meeting its purpose.

For more information, contact: Nina Oman at (360) 753-7855 or ninao@hecb.wa.gov



DRAFT – May 10, 2004

2004 Strategic Master Plan for Higher Education Comprehensive Data and Information Management

Overview

The Legislature has directed the Higher Education Coordinating Board (HECB) to “develop and recommend statewide policies to enhance the availability, quality, efficiency and accountability of public higher education in Washington State ... based on objective data analysis.” To carry out this responsibility, the HECB requires access to detailed data and information regarding student progress throughout Washington’s education system. And yet, currently the data are either inaccessible or insufficient to meet the Board’s needs.

This policy proposal calls for the creation of a statewide unit record database that does the following:

- Includes comprehensive student-level performance data, such as degrees granted, credits taken, student mobility, and post-enrollment employment;
- Includes public and private colleges and universities;
- Supports policy analysis and development; and
- Leverages existing systems to the highest degree possible.

The creation of this comprehensive unit record database will be essential to measuring state progress toward the goals and strategies of the 2004 Strategic Master Plan for Higher Education.

Analysis

In order to accurately follow student progress and to support objective policy analyses, data are required for ALL students that provide a complete picture of academic progress – from application to choosing a major to earning a degree. Ideally, student-level data from colleges and universities could be linked to data from other agencies, such as the Department of Employment Security, to answer questions about the return on the state’s investment in higher education and economic responsiveness. Data from colleges and universities also could be linked or combined with data from preschool through 12th grade, as is now done in Texas, for example.

A review of current data sources

A few data sources currently exist, but none are sufficient to meet the HECB's needs.

- **Data from Washington Public Colleges/Universities:** HECB staff collects information from the public colleges and universities for various reports and projects. The process is inefficient and time-consuming. In addition, data are often not comparable, with each institution defining information requests slightly differently.
- **National Survey Data:** HECB staff occasionally use the Integrated Postsecondary Education Data System (IPEDS) and other national surveys as data sources. However, these data are not available at the student level.
- **Office of Financial Management (OFM):** OFM staff collects and uses student-level data to report enrollment and other higher education statistics. However, HECB staff does not have access to the raw data. And, the OFM database does not contain information about student outcomes, such as grades or degrees.
- **State Board for Community and Technical Colleges (SBCTC):** SBCTC staff collects detailed student-level information on all students attending Washington community and technical colleges. HECB staff cannot access this data. And, the data does not include information on students who attend the private or public four-year institutions.
- **Unit Record for Need-Based Aid Recipients:** HECB staff collects student-level data about students who receive need-based aid in Washington. But again, the data are based on only a subset of students attending the state's colleges and does not include information about outcomes, such as grades or degrees.

A look at other states

Many other states have already built student-level or unit record databases. The Lumina Foundation commissioned the National Center for Higher Education Management Systems (NCHEMS) to examine existing state record systems and found the following:¹

- 37 states have established operational unit record databases managed by a state university system or SHEEO agency.²
- Twelve states include some information on private colleges and universities in their databases.
- About one-half of the states with databases also link to other state-level databases, including high-school records and wage records.

¹ Peter T. Ewell, Paula R. Schild and Karen Paulson, National Center for Higher Education Management Systems, "Following the Mobile Student: Can We Develop the Capacity for a Comprehensive Database to Assess Student Progression?", Lumina Foundation for Education Research Report, April 2003.

² SBCTC's student record database containing only records of community and technical college students was counted in the Lumina study, but it does not truly reflect a statewide database for all students.

Next Steps

Step 1: Identify the data needed

The HECB will convene a research advisory group to “identify the data needed to carry out its responsibilities for policy analysis, accountability, program improvements, and public information,” as outlined in House Bill 3103 (Sec. 12). The research advisory group will include representatives from the following organizations: public and independent colleges and universities, State Board for Community and Technical Colleges, Office of the Superintendent of Public Instruction, Office of Financial Management, Department of Employment Security, and Workforce Training and Education Coordinating Board. The HECB will convene this group in June 2004.

Step 2: Develop various options with costs

HECB staff will present a report outlining various options, including costs, to the Board for its consideration by August 2004.

For more information, contact: Nina Oman at (360) 753-7855 or ninao@hecb.wa.gov

DRAFT – May 10, 2004

2004 Strategic Master Plan for Higher Education A State Policy for Resident Undergraduate Tuition

Overview

Washington, like many states, does not have a long-term state tuition policy for resident undergraduate tuition. This makes it difficult for students and parents to plan for college costs and for state programs like Washington's Guaranteed Education Tuition (GET) Program to plan for long-term sustainability.

Washington needs a state tuition policy that keeps resident undergraduate tuition and fees predictable for Washington students and their families. Specifically, this policy proposal includes the following recommendations for resident undergraduate tuition and fees at Washington's public two- and four-year colleges and universities:

- Tuition and fees would not increase more than 31 percent over any consecutive four-year period (7 percent annual growth over four years);
- Annual tuition increases would be spread as evenly as possible over this four-year period; and
- No annual increase would exceed 10 percent.

Individual public colleges and universities that believed they could not adequately operate within this tuition framework would be able to negotiate performance contracts with the Office of Financial Management and the Higher Education Coordinating Board, with final approval by the Legislature. Performance contracts would offer greater flexibility in setting tuition while requiring a greater level of institutional accountability. Participating colleges and universities would be required to offset any additional program funding requirements resulting from the tuition increases.¹

Analysis

Washington's tuition cycle

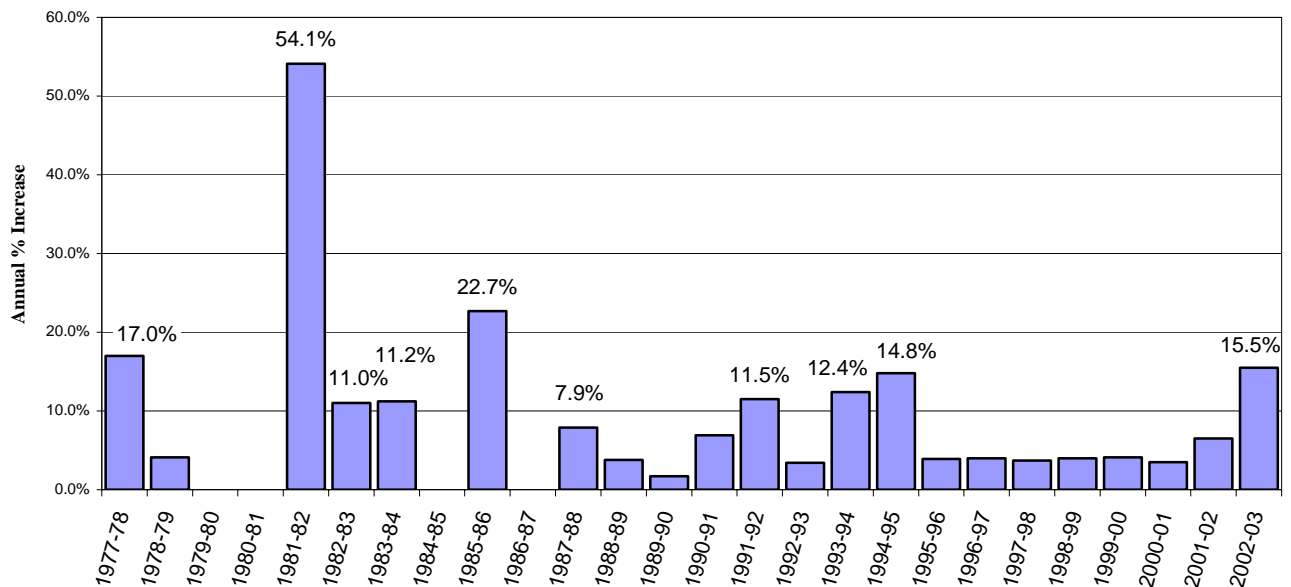
Resident undergraduate tuition rates at Washington research universities have increased an average of 7 percent annually over the past 20 years. While actual increases in any one-year

¹ Financial aid and GET programs.

have varied dramatically, the long-term average hovers around 7 percent. Yet, these tuition increases have been neither gradual nor predictable. Significant spikes in tuition have occurred in every recession since the 1970s.

Like many other states, Washington's tuition increases often follow a cyclical pattern. When the economy is good and state revenue is high, state policymakers adopt moderate tuition increases. When the economy sours and state revenue plummets, state policymakers try to plug budget gaps with sharp tuition increases. This cyclical pattern results in higher tuition hikes during recessions when demand and unemployment are highest and family incomes are flat or rising only slightly.

Annual Tuition and Fee Increases Over Time (1977-2002)
Resident Undergraduate Tuition at Washington Research Universities



Washington's historical approach to setting tuition

From 1977 to 1995, the Legislature and Governor set tuition as a percentage of the cost of instruction. Under this "cost-sharing" approach, the student contributed a portion of the cost and the state provided the remainder. From 1995 to 1999, the Legislature and Governor set specific limits on tuition increases of 4 percent per year. Since 1999, local four-year boards and the State Board for Community and Technical Colleges (SBCTC) have been allowed to set specific rates within the following maximum limits:

1999-2000: 4.6 %	2002-2003: 16 %, 14%, 12%
2000-2001: 3.6 %	2003-2004: 7%
2001-2002: 6.7 %	2004-2005: 7%

Conclusion

Washington's ability to fully fund the higher education needs of our students has been severely curtailed over the years. As state revenues have failed to keep pace with increasing budgetary demands, higher education funding has been insufficient to meet the needs of our existing student population, let alone provide the necessary funding needed to prepare for the influx of additional students anticipated over the next decade.

Setting a state tuition policy in this environment is complex and difficult. The policy must provide predictability to Washington students and families, ensure sustainability for state-funded programs tied to tuition, and allow Washington's public colleges and universities to continue to provide a quality education.

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